

**NURS 3300, 10189, Professional Transition and Informatics for the RN
Spring 2019
Texas A&M University Central-Texas**

COURSE DATES, MODALITY AND LOCATION

This is a 100% online course and uses the A&M Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

Course dates January 14 through May 10, 2019

WebEx session attendance required on either January 22 or January 25 (one session per student choice)

INSTRUCTOR AND CONTACT INFORMATION

Instructor: M. Kathryn (Katie) Sanders, DNP, RN

Office: Heritage Hall 302A

Phone: 254-519-5487

Email: Canvas inbox is the preferred method for communication for course-related communications. Secondary email: Mksanders-1@tamuct.edu.

Office Hours: In person office hours: Monday – Thursday, 10:00-12:00, or by appointment, either virtual, phone or in-person.

Student-instructor interaction:

Messages within Canvas are checked daily. Emails to secondary email are checked Monday through Friday during business hours. Students may expect a response within 24 to 48 hours. It is expected that all Canvas message communication from faculty receive a response within 48 hours.

The Canvas announcements page is used to send information that pertains to all students. It is strongly suggested that you adjust your Canvas settings to receive announcements in your email account or check announcements frequently.

911 Cellular:

Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description

In this writing intensive (WI) course, students apply critical thinking skills to examine personal and professional growth, the nurse's role in professional practice, and philosophies of professional nursing. Nursing theories, the foundations of professional nursing practice, are examined. The concepts of nursing informatics are explored as they interface with ethics,

cultural competency, and health promotion concepts. These explorations are accomplished utilizing communication technologies such as learning management systems, the Internet, library electronic databases, and online seminars. Information technology resources are employed for students to demonstrate skills in electronic communications that are essential to professional nursing practice and that require basic competencies in nursing informatics.

Prerequisite: Acceptance into the Nursing Program

Course Objectives:

By the completion of the course, the student will:

- Critically appraise personal philosophies of nursing and career goals by conducting self-assessments.
- Apply critical thinking skills to learn the art and science of critical appraisal of potential evidence for nursing practice discovered in web sources and/or library electronic databases.
- Explore nursing theories and concepts as applied to evidence-based nursing practice.
- Incorporate information technology into professional nursing practice by proficiently utilizing information technology tools to access, retrieve, organize, and critically appraise relevant data.
- Explore the concepts of nursing informatics and cultural competence as they interface with professional practice.
- Apply theories related to computer-human interfaces, ethics, confidentiality and privacy, caring, and nursing informatics to evidence-based nursing practice.
- Analyze the Core Competencies of Interprofessional Collaboration as they relate to nursing practice.

Program Student Learning Outcomes:

By the end of this course, the nurse will have demonstrated the following

1. Examine professional nursing from historical and contemporary perspectives, including the philosophy and theoretical foundations that define professional nursing practice.
2. Define personal, professional and cultural values as influences upon nursing practice.
3. Identify the use of nursing informatics from multiple perspectives within nursing practice.

This course aligns with the following competencies of the American Association of Colleges of Nursing **Competency Goals Statements from The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)**:

1. Essential IV: Information Management and Application of Patient Care Technology
2. Essential VI: Interprofessional Communications and Collaboration for Improving Patient Health Outcomes
3. Essential VIII: Professionalism and Professional Values

Differentiated Essential Competency Statements from The Texas Board of Nursing

- I. Member of the profession

- a. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.
- II. Member of the Healthcare Team
 - a. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain the optimal health status of patients, families, populations, and communities.
 - b. Communicate and manage information using technology to support decision-making to improve patient care and delivery systems.

Required Reading and Textbooks:

Friberg, E.E. & Creasia, J.L. (2016). *Conceptual foundations: The bridge to professional nursing practice* (6th ed.). St. Louis, MO: Elsevier. ISBN 978-0-323-29993-0

Sewell, J. (2018). *Informatics and nursing: Opportunities and challenges* (6th ed.). Philadelphia, PA: Wolters Kluwer/LWW. ISBN-978-1496-39-4064

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC. ISBN – 143380-5618

Reading materials posted to Canvas course site

In addition to APA Manual:

[Atomic Learning modules on APA in Canvas Course](#)

COURSE REQUIREMENTS

See the course schedule for due dates on all assignments

Synchronous meeting.

WebEx beginning of course session (completion grade)

Choose a date/time to attend an online synchronous learning session. Perform the required system check to log onto WebEx to meet with other students and faculty to review course syllabus and requirements.

Quizzes.

Practice Quiz (pass/fail completion grade)

This multiple choice quiz covers information in the student welcome, nursing handbook and resources needed to be successful in the program. Required to pass in order to progress to module 2.

Quiz, Friberg & Creasia Chapter 9, Critical Thinking (100 points)

- Apply critical thinking skills to learn the art and science of critical appraisal of potential evidence for nursing practice discovered in web sources and/or library electronic databases.

Quiz, Sewell Ch. 6, Applications for Professional Presentation (10 points)

- Incorporate information technology into professional nursing practice by proficiently utilizing information technology tools to access, retrieve, organize, and critically appraise relevant data.
- Explore the concepts of nursing informatics and cultural competence as they interface with professional practice

Quiz, Sewell Ch. 16, 17 & 18, Foundations of Nursing Informatics (100 points) three attempts, open book

- Incorporate information technology into professional nursing practice by proficiently utilizing information technology tools to access, retrieve, organize, and critically appraise relevant data.
- Explore the concepts of nursing informatics and cultural competence as they interface with professional practice
- Apply theories related to computer-human interfaces, ethics, confidentiality and privacy, caring, and nursing informatics to evidence-based nursing practice.

Quiz, Sewell, Chapter 15, 19 & 20, Informatics and Quality (100 points) Three attempts, open book

- Incorporate information technology into professional nursing practice by proficiently utilizing information technology tools to access, retrieve, organize, and critically appraise relevant data.
- Explore the concepts of nursing informatics and cultural competence as they interface with professional practice
- Apply theories related to computer-human interfaces, ethics, confidentiality and privacy, caring, and nursing informatics to evidence-based nursing practice

Written assignments.

Practice Assignment – (pass/fail completion score)

Practice uploading a file submission into Canvas.

P.A.T.C.H. Assessment and reflection (10 points – full points will be awarded for submission that contains all of the items and has realistic analysis of needs/plan)

Complete the P.A.T.C.H. (Pretest for Attitudes toward Computers in Healthcare) assessment either via the paper or online format. Submit your score and formulate provide a plan of action to help develop your desired level of computer literacy in one area.

Associated Student Learning Outcome:

- Incorporate information technology into professional nursing practice by proficiently utilizing information technology tools to access, retrieve, organize, and critically appraise relevant data.
- Explore the concepts of nursing informatics and cultural competence as they interface with professional practice.

Writing intensive assignments.

The writing instructive/intensive component of this course will utilize writing assignments that build upon each other to ultimately develop a formal paper on your Philosophy of Nursing.

*There are four separate assignments, each with their own requirements. See the specific grading and rubric for each submission. **Your paper will state your personal philosophy of nursing***

using nursing theories and concepts from this course to support. This is a formal paper requiring in text citations, reference and title page all in APA format. There are APA formatting resources as well as your textbook to utilize as a resource.

Assignment 1 (10 points per rubric)

Utilize the final paper rubric (assignment 4) and APA training videos to create the Title page and outline to your final paper, using APA format.

Associated Student Learning Outcomes:

- Incorporate information technology into professional nursing practice by proficiently utilizing information technology tools to access, retrieve, organize, and critically appraise relevant data.

Assignment 2 (20 points per rubric)

- a. Utilize nursing database search tools to locate two evidence-based resources on how your chosen nursing theory can be applied to a nursing practice situation.
- b. Describe your search including the database utilized, search terms (Keywords), number of articles returned and how you narrowed the choice to two.
- c. Prepare a summary statement of the material and a brief paragraph on how they will inform your final paper.
- d. Submit summary and reference page with proper APA format.

Associated Student Learning Outcomes:

- Apply critical thinking skills to learn the art and science of critical appraisal of potential evidence for nursing practice discovered in web sources and/or library electronic databases.
- Incorporate information technology into professional nursing practice by proficiently utilizing information technology tools to access, retrieve, organize, and critically appraise relevant data.

Assignment 3 (10 points per rubric)

- e. Submit a draft of your final paper for comments/revisions using VeriCite
- f. If your paper returns with more than 30% unoriginal work on the VeriCite analysis, it must be corrected prior to final submission. VeriCite will exclude quotations and work previously authored by you.
- g. You may submit up to two times for feedback.

Associated Student Learning Outcomes:

- Critically appraise personal philosophies of nursing and career goals by conducting self-assessments.
- Explore nursing theories and concepts as applied to evidence-based nursing practice.

Assignment 4 (100 points per rubric)

Submit your final formal APA paper detailing your personal nursing philosophy utilizing nursing theory and references to support your position. Submission requires VeriCite.

Associated Student Learning Outcomes:

- Critically appraise personal philosophies of nursing and career goals by conducting self-assessments.
- Explore nursing theories and concepts as applied to evidence-based nursing practice.

Discussion boards. Initial posting and response to 2 peers required for full credit on all discussion boards. See rubric for requirements.

Practice Discussion Board (BD) – pass/fail completion

Discussion Meet and Greet – upload a picture and introduce yourself to the class.

Discussion Board (DB) 1 (10 points): Nursing education entry into practice.

Associated Student Learning Outcomes.

Critically appraise personal philosophies of nursing and career goals by conducting self-assessments.

DB 2 (10 points): Nursing Socialization/Improvement

Associated Student Learning Outcomes

Explore the concepts of nursing informatics and cultural competence as they interface with professional practice.

Analyze the Core Competencies of Interprofessional Collaboration as they relate to nursing practice.

DB 3 (10 points): EBP Questions.

Associated Student Learning Outcomes

Explore the concepts of nursing informatics and cultural competence as they interface with professional practice.

DB 4 (10 points) Patient Communication

Empowered Consumer

Associated Student Learning Outcomes

Explore the concepts of nursing informatics and cultural competence as they interface with professional practice.

DB 5 (10 points) Team Communication for Safety

Associated Student Learning Outcomes

Analyze the Core Competencies of Interprofessional Collaboration as they relate to nursing practice.

Critically appraise personal philosophies of nursing and career goals by conducting self-assessments.

DB 6 (10 points) Informatics and Quality

Associated Student Learning Outcomes:

Apply theories related to computer-human interfaces, ethics, confidentiality and privacy, caring, and nursing informatics to evidence-based nursing practice.

DB 7 (10 points) Health Teaching

Associated Student Learning Outcomes

Apply theories related to computer-human interfaces, ethics, confidentiality and privacy, caring, and nursing informatics to evidence-based nursing practice.

Statement on Late Assignments

Assignments are due on the date and time outlined in the course schedule and syllabus. A 10% deduction will be taken for each day an assignment is past the due date. After three days, a grade of 0 will be entered into the gradebook for that assignment. This includes all quizzes,

discussion boards, and any other written work in the course. Exceptions will be granted at faculty discretion and only if arrangements were made prior to the due date.

Grading Criteria Rubric and Conversion

Discussions	30%
Assignments	30%
Quizzes	10%
Nursing Theory Paper	30%
Total:	100%

- A=90-100
- B=80-89
- C=70-79
- D=60-69
- F=59 or below

*Note, grade of 70 or higher required to pass all nursing courses

Posting of Grades:

All student grades will be posted on the Canvas Grade book. Students should monitor their grading status often and report to the instructor any discrepancies. Quiz and exam grades taken through Canvas are posted upon successful submission. Faculty graded assignments and discussion posts will usually be posted within 7 days after the due date and time.

Nursing Theory Paper Rubric-Assignment 1

Criteria for Evaluation	Points Possible 0	Points Possible 3	Points Possible 5
Outline clearly flows and contains main ideas from rubric	Not clear or organized	Lacking some organization of a professional paper. Lacking required content per rubric	Professionally and clearly organized to meet requirements of rubric.
Use correct APA format including title page, in-text citations, Spelling/Grammar and Title Page	Major APA formatting errors.	Minor APA formatting errors in citations or	APA formatting without any errors.
Total	0	6	10

Nursing Theory Paper Rubric-Assignment 2

Criteria for Evaluation	Points Possible 0	Points Possible 3	Points Possible 5
References utilized are appropriate and from peer-reviewed publications	References not appropriate for work, not peer reviewed or from appropriate publications/database	References appropriate but not of high quality from peer review publication/database	References appropriate, from peer-reviewed data base search
Search terms described and demonstrate appropriate choice	Search terms not appropriate, not clearly stated	Search terms stated, not appropriate for assignment	Search terms appropriate and demonstrate understanding of topic
Analysis of articles has depth and is appropriate for topic	Analysis lacking in understanding of topic, not appropriate	Analysis lacking depth, shows some understanding of topic	Analysis has depth and appropriate linkage to topic being covered
Copy of journal article or link to text/publication provided	Articles or links not provided	A portion of articles, links provided	Journals and links submitted were appropriate
Use correct APA format Spelling/Grammar and reference page	Major APA formatting errors.	Minor APA formatting errors in citations or	APA formatting without any errors.
Total	0	15	25

Nursing Theory Paper Rubric – Assignment 3

Criteria for Evaluation	Points Possible 0	Points Possible 3	Points Possible 5
Draft is well organized and demonstrates logical flow of ideas	Not clear or organized	Lacking some organization of a professional paper	Professionally and clearly organized to meet requirements of rubric.
Grammar and formatting	Major APA formatting errors. Major grammar or spelling errors, not proofread.	Minor APA formatting errors in citations or grammar, sentence structure	APA formatting without any errors. Sentence structure well developed, no grammatical errors.
Total	0	6	10

Nursing Theory Paper Rubric-Assignment 4

Criteria for Evaluation	Points Possible 1	Points Possible 3	Points Possible 5	Weighted score
Personal nursing philosophy (thesis statement) 20%	personal nursing philosophy not well defined or not an original idea	Personal nursing philosophy defined but lacking complete support.	Personal nursing philosophy well defined, well supported with evidence from readings.	_____ x 20% =
Personal philosophy linked to Nursing theory analysis 20%	Personal philosophy not supported by a nursing theory	Support for the link between theory and philosophy not clear. Theory not nursing specific.	Nursing theory supports personal philosophy. Links well described and supported.	_____ x 20% =
Include (2) Pros and (2) Cons of the nursing theory 10%	Less than (1)Pro and (1) Con of the nursing theory was included	Only (1)Pro and (1) Con of the nursing theory was included	(2) Pros and (2) Cons of the nursing theory were included	_____ x 10% =
Composition of paper is organized with a flow of ideas and ease of reading. 20%	Thoughts do not flow clearly, disorganized or difficult to read.	Lacking formatting resulting in difficult reading. Sentence structure or overall flow awkward	Appropriate flow of ideas, clear and easy to understand. Appropriate use of headings to separate ideas.	_____ x 20% =
Linkage to evidence-based practice articles clear 20%	Contains no link from evidence-based resources. Resources of poor quality, not peer reviewed.	Discussion of evidence-based resources not clearly tied to support of main idea.	Minimum of two peer-reviewed resources utilized. Clearly establishes link between evidence in articles and thesis statement.	_____ x 20% =
Use correct APA format including title page, in-text citations, Spelling/Grammar and reference page 10%	Major APA formatting errors.	Minor APA formatting errors in citations or	APA formatting without any errors.	_____ x 10% =
Total				100%

Online Discussion Rubric

Criteria for Evaluation	Points Possible 0	Points Possible 1	Points Possible 2
Thoughtful and relevant initial post to the discussion board related to the weekly topic	No initial posting to the discussion board was made.	The initial post was not related to the weekly topic or lacked depth of analysis on the topic.	The initial post was related to the weekly topic and demonstrated depth of analysis on the topic covered, related to learning objectives stated.
Provide a response to other colleagues in the class; may include agreement/ disagreement with supporting rationale or constructive suggestions and ideas	No responses were made to colleagues. The weekly discussion were not conducted in a courteous and respectful manner.	Less than assigned number of responses were made to colleagues.	Assigned, meaningful responses were made to colleagues Discussions were conducted in a courteous and respectful manner.
Grammatical and/or spelling errors in postings.	There were 3 grammatical or spelling errors.	There were 1-2 grammatical or spelling errors.	No grammatical or spelling errors.
APA requirements (when applicable). If response requires support, APA citation and reference is appropriate for level of discussion and formatted appropriately.	Citations and references not provided when appropriate	APA citations and references provided but have minor errors	APA citations and references provided without error.
Respond to a variety of classmates each week.	Responds to the same classmates each week.	Responds to the same classmates two consecutive weeks.	Responds to a variety of classmates each week.
Total	0	5	10

COURSE OUTLINE AND CALENDAR
Complete Course Calendar

MODULE/ DATES	TOPIC	READINGS	ASSIGNMENTS
Module 1 1/14-1/20	Welcome to the Course! Syllabus overview Canvas basics	None WebEx available dates: January 22 at 7 pm or January 24 at 10 am	Due 1/20 by 23:59 Orientation Quiz Practice Discussion Board, submit & reply by due date Practice Assignment, submit attachment WebEx Schedule – choose date and time on Canvas Survey
Module 2 1/21 – university holiday 1/22-1/27	Historical Development Pathways of Education	Friberg and Creasia, Chapters 1, 2	WebEx session (attend one) January 22 at 7 pm or January 25 at 10 am DB 1 Nursing Education Pathways, initial post due 1/1/27, responses by 2/3
Module 3 1/28-2/3	Professional Socialization	Friberg and Creasia, Chapters 3, 4 Interprofessional Collaborative Practice Competencies	DB 2 , Nursing Socialization Due, initial post due 2/3, responses by 2/10
Module 4 2/4-2/10	Nursing Theories and Critical Thinking	Friberg & Creasia, Chapter 5 & 9 Library Video on Database Searches	Quiz, Ch. 5 & 9 Locate 2 articles from the nursing database that link a nursing theory to clinical practice
Module 5 2/11-2/17	Evidence Based Practice in a Digital Age	Sewell, Ch. 9, 10 & 24 APA resources from Hoonuit APA Manual, Ch 2 & 4	DB 3, EBP Questions due 2/17 responses due 2/24 Assign. I, Title Page and Outline of Nursing Philosophy paper Due 2/17
Module 6 2/18-2/24	Using Applications for Professional Presentations	Sewell, Ch. 5 & 6	P.A.T.C.H. (personal attitudes towards technology and computers in healthcare) Assignment due 02/24 Quiz, Ch. 6
Module 7 2/25-3/3	Communication	Friberg & Creasia, Ch. 8 Sewell, Ch 4 APA Manual Ch. 1 & 3	DB4 – Patient Communication , initial post due 3/3, responses by 3/10
Module 8 3/4 – 3/10	Communication and Quality	Friberg & Creasia, Ch. 20 AHRQ Team STEPPS resources	DB5 – Team Communication for Safety , initial 3/10, responses by 3/24
Module 9 3/18-3/24	Foundations of Nursing Informatics	Sewell, Ch. 16, 17, & 18 APA Information on Reference and Manual, Ch. 7	Quiz, Ch. 16, 17, 18 Assign 2 – References and evidence for paper due 03/03

Module 10 3/25-3/31	Informatics and Quality	Sewell, Ch. 15, 19 & 20	Quiz, Ch 15, 19 & 20
Module 11 4/1-4/7	Informatics and Quality (cont.)	Sewell, Ch. 23 & 24	DB6 – Informatics and Quality , initial post due 4/7, responses by 4/14
Module 12 4/8-4/14	Health Teaching	Friberg & Creasia, Ch. 10, 15 Sewell, Ch. 13	Discussion Board 7-Health Teaching , Initial 4/14, responses by 4/21
Module 13 4/15-4/21	E-learning	Sewell, Ch. 22	Assign 3 Due – Draft final submission by 4/21 – you may submit up to two times prior to 4/21
Module 14 4/22-4/28	Work on Paper		
Module 15 4/29-5/5	Telehealth	Friberg & Creasia, Ch. 19 Sewell, Ch. 21	Assign 4 Due 5/5
Module 16 5/6-5/10			Course Evaluation

IMPORTANT UNIVERSITY DATES

March 19, 2018	Spring Semester Admissions Application Opens
October 22, 2018	Advising Begins for Spring Semester
October 22, 2018	Class Schedule Published For Spring Semester
November 1, 2018	Deadline for Scholarship Applications for the Spring Semester
November 5, 2018	Registration Opens for Spring Semester
November 15, 2018	Priority Deadline for International Student Spring Admissions Applications
December 3, 2018	Priority Deadline for Spring VA Certification Request
January 2, 2019	Priority Deadline for Spring Admissions applications
January 10, 2019	Convocation
January 11, 2019	Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)
January 14, 2019	Add, Drop, and Late Registration Begins for 16- and First 8-Week. \$25 fee assessed for late registrants.
January 14, 2019	Classes Begin for Spring Semester
January 16, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 21, 2019	Martin L. King Jr. Day (<i>University Closed</i>)
January 22, 2019	Deadline to Drop First 8-Week Classes with No Record
January 30, 2019	Deadline to Drop 16-Week Classes with No Record
February 22, 2019	Student End of Course Survey Opens (First 8-Week Classes)
February 22, 2019	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 1, 2019	Deadline for Graduation Application for Spring Ceremony Participation
March 1, 2019	Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
March 8, 2019	Classes End for First 8-Week Session
March 8, 2019	Deadline for Spring Admissions Applications
March 10, 2019	Student End of Course Survey Closes (First 8-Week Classes)
March 11, 2019	Spring Break – No Class (<i>University Open</i>)
March 11, 2019	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 13, 2019	Spring Break – No Class (<i>University Open</i>)
March 14, 2019	Spring Break – No Class (<i>University Open</i>)
March 15, 2019	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
March 15, 2019	Deadline for Clinical Teaching Applications
March 15, 2019	Spring Break – No Class (<i>University Open</i>)
March 18, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 fee assessed for late registrants.
March 18, 2019	Classes Begin for Second 8-Week Session
March 20, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 25, 2019	Deadline to Drop Second 8-Week Classes with No Record
April 1, 2019	Deadline for GRE/GMAT Scores to Office of Graduate Studies
April 5, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)

Revised Thursday, January 3, 2019

April 12, 2019	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Spring Semester
April 26, 2019	Student End of Course Survey Opens (16- and Second 8-Week Classes)
April 26, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 10, 2019	Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5pm)
May 10, 2019	Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
May 10, 2019	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 10, 2019	Spring Semester Ends
May 11, 2019	Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 12, 2019	Student End of Course Survey Closes (16- and Second 8-Week Classes)
May 14, 2019	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
May 14, 2019	Deadline for Thesis to Clear Thesis Office for Spring Semester

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the TAMUCT Canvas Learn learning management system for class communications, content distribution, and assessments. Microsoft Office Word and Power Point programs or equivalent will be utilized to complete course assignment. For this course, you will need reliable and frequent access to a computer and to the Internet. You will also need a headset with a microphone or speakers and a microphone to be able to listen to online resources and conduct other activities in the course. If you do not have frequent and reliable access to a computer with Internet connection, please consider dropping this course or contact me (mksanders-1@tamuct.edu) to discuss your situation.

Logon to <https://tamuct.Canvas.com> to access the course.

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Initial password: Your MyCT password

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, click on Academic Support <https://www.tamuct.edu/departments/academicsupport/tutoring.php>

The University Writing Center

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments. Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. . For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

The Operation of the Online Course and Being an Online Student

Online learning requires students to be very self-disciplined. For this course, Monday will be considered the class day. Initial discussion board posting are due on Thursday of the appropriate week with responses due by the following Sunday at 2359. All other assignments such as quizzes and written work will be due by midnight (2359) on Sunday of that module week. **Ten points will be taken off for each day for late submissions and will not be accepted after three days.**

Since this is a three semester credit hour course, expect to spend at least three hours a week on your computer and reading. Study time and time for assignment completion will be in addition to that time. The course should be accessed on Canvas at least 3-4 times a week.

Quizzes for this course are used as “learnings” more than testing knowledge. You will have an unlimited amount of time to complete, but only one attempt. So, plan ahead, complete the readings first, and set aside time to complete the quiz.

Be sure to submit assignments, discussions, or any other types of assignments in them correct place from the menu bar on your left.

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES

Instructor's Personal Statement

I welcome you to the program with this first introductory course, and applaud you for taking the next step in your career. I am here to facilitate your learning, so do not hesitate to email or call for assistance

I have been working with various universities for RN to BSN education and I'm very excited to have true Nursing Warriors here at A&M-Central Texas.

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